MGMS Mission

Mount Garfield Middle School fosters curiosity,belonging, and global citizenship by integrating critical thinking across subjects and providing rigorous opportunities anchored in high expectations for learning and behavior.

MGMS Vision

Gators learn and rise to the challenge with integrity.

Assessment Philosophy

At Mount Garfield Middle School, assessment is a key part of teaching and learning, playing a vital role in supporting, guiding, and promoting student growth. Grounded in the principles of the IB Middle Years Programme (MYP) and Colorado state academic standards, our assessment practices foster inquiry, critical thinking, and the development of the Approaches to Learning (ATL) skills. We believe that assessments should not only evaluate final summative tasks; They should also recognize the learning process which promotes self-reflection, perseverance and self-improvement.

Our approach is data-driven, using multiple sources of evidence to inform instruction and ensure students are mastering essential skills and content. This alignment ensures that our students are not only meeting state expectations, but are also prepared to be academically competitive with their peers across the country and around the world in high school, college, and beyond.

MYP assessments at MGMS are designed to be rigorous, authentic, and equitable. We create tasks that challenge students to recall, adapt, and apply their knowledge and skills in new and complex contexts, often through real-world connections and interdisciplinary learning. These assessments help students develop and transfer key skills, including those practiced in the 8th-grade Community Project. In addition to MYP assessments, we use research-based, D51-approved curriculum assessments.

We emphasize timely, growth-producing feedback that helps students recognize their strengths, set goals, and take ownership of their learning. Teachers establish clear expectations and transparent, criterion-related assessment practices, making sure students understand how their progress is measured. Teachers may consider students' most recent and consistent performance to more accurately represent their achievement on final grades.

We design assessments with diverse learning needs in mind, using scaffolding to support all students. While we continue to grow in using self and peer assessment, we value these practices for promoting student voice and reflection. Assessment also strengthens communication by providing timely feedback that supports meaningful conversations between students, teachers, and families.

Ultimately, the purpose of assessment at Mount Garfield is not just to assign grades, but to help students learn and grow in ways that prepare them to connect with and contribute to both their local and global communities.

Three Dimensional Assessment

At Mount Garfield Middle School, we use a three-dimensional approach to MYP assessment, recognizing that true understanding requires more than just content knowledge. Our assessments evaluate student learning across conceptual understanding, skill development, and content knowledge. Students demonstrate conceptual understanding by making connections, thinking critically, and applying broad concepts across disciplines. Skill development is fostered through the Approaches to Learning (ATL) framework, where students refine essential skills such as research, communication, self-management, collaboration, and critical thinking. Finally, content knowledge is assessed through authentic, real-world applications where students solve complex problems, engage in inquiry, and create innovative solutions. By integrating these dimensions, we ensure that learning is deep, transferable, and enduring.

MYP Assessment Design Practices

At MGMS, assessment is designed to be purposeful, authentic, and engaging, aligning with MYP principles to support deep learning and real-world application. Our assessment practices include:

- D51 Resources and Colorado State Standards – Students are assessed on Colorado State Standards using the adopted D51 resources, as well as MYP-designed authentic assessments that extend learning beyond the resources.
- Authentic MYP Assessment – Students engage in tasks that mirror real-world situations, requiring them to solve problems, create, analyze, and apply learning in relevant and interdisciplinary contexts.
- GRASPS Tasks – MYP assessments are often framed using the GRASPS model (Goal, Role, Audience, Situation, Product/Performance, Standards), providing students with meaningful, real-world challenges that encourage critical thinking and application of knowledge.
- Criterion-Related Assessment – Students are assessed against MYP subject-specific criteria, ensuring transparency and consistency in evaluating their progress.
- Balanced Formative & Summative Assessment – Learning is supported through ongoing formative assessments that provide feedback for growth, while summative assessments evaluate achievement at key points.
- Learning Behaviors – Teachers assess four criteria for learning behaviors;
    - Personal Responsibility – The learner self-reflects to positively affect work, actions and goals; is aware of and applies individual learning processes and can explain strategies in own decision-making

    - Work Ethic – The learner self-manages and takes ownership of work, actions and goals; including the effects of those actions on others, and the ability to learn and persevere
    - Civic Responsibility – The learner is a caring, contributing member of our diverse global community; demonstrates respect for others through actions and attitudes
    - Collaboration – The learner engages in collaborative work and assumes different roles and responsibilities
- Common Assessments & Collaboration – Teachers work collaboratively to design and implement common assessments across grade level and within subjects, ensuring alignment with MYP objectives, consistency in expectations, and equity across classes.
- Internal Moderation – Teachers use internal moderation to ensure consistency and fairness in applying MYP criteria. Teachers collaborate to review student work, align interpretations of the criteria, and ensure reliable and equitable assessment practices.
- Student-Centered Learning – MYP assessments promote inquiry, reflection, and student agency, often incorporating choice in process or product, as well as opportunities for self- and peer assessment.

Through these practices, we ensure that assessment is not just a measure of learning but an opportunity to deepen understanding, foster engagement, and prepare students for success beyond the classroom.

Practices for Recording and Reporting Grades to Students and Families

At Mount Garfield Middle School, grading practices align with MYP principles to ensure that assessment is transparent, equitable, and focused on student growth. We believe that clear and consistent communication is essential for student success. Our approach to recording and reporting grades includes the following:

- Criterion-Related Assessment – Student achievement is measured using MYP subject-specific criteria, ensuring consistency and clarity in evaluation. As MGMS fully develops the Middle Years Program, teachers will strive to use the MYP subject-specific criteria with consistency.
- Formative Assessments for Feedback and Growth – Formative assessments are used to provide timely feedback to students and help teachers assess learning needs. They are weighted in final grades to encourage accountability.
- Learning Behaviors – Learning behaviors, as described in the previous section, are used to provide feedback on behaviors that lead to success in class. They are weighted in final grades to encourage accountability.
- Summative Assessments Determine Achievement – Final achievement levels are mostly based on summative assessments, which evaluate student understanding and skills at key points in learning.
- Grading Scale – MYP IB World Schools employ a grading scale of 1-8. Summative grades at MGMS will be reported to students in the MYP grade scale and converted to the D51 1-4 grading scale for final reporting.

Grade Conversion		
IB Grading System	D51 Grading system	
7-8	4	Advanced
5-6	3	Proficient
3-4	2	Partially Proficient
1-2	1	Unsatisfactory

- Most Recent and Consistent Performance – Teachers may consider a student's most recent and consistent performance to determine an accurate grade.
- Timely and Constructive Feedback – Students receive growth-focused feedback that highlights strengths, areas for improvement, and next steps through formative assessments, and digital grading platforms as well as ongoing classroom discussions.
- Clear Communication with Students and Families – Student grades are reported four times per year through progress reports which can be viewed on ParentVue. Families have opportunities to meet with teachers during designated conference periods to discuss student progress and areas for growth.
- Academic Integrity and Responsibility – Students are expected to uphold honesty in their work, and grading reflects learning rather than behaviors such as late work or participation.

Through these practices, we ensure that grading is a fair, meaningful, and accurate representation of student learning, aligned with MYP principles and fostering a growth mindset.

Subject Specific Criteria

Each MYP subject area is assessed through four criteria. Final grades are based on all four equally weighted criteria. Each criteria consists of several strands which are each graded a minimum of two times per year.

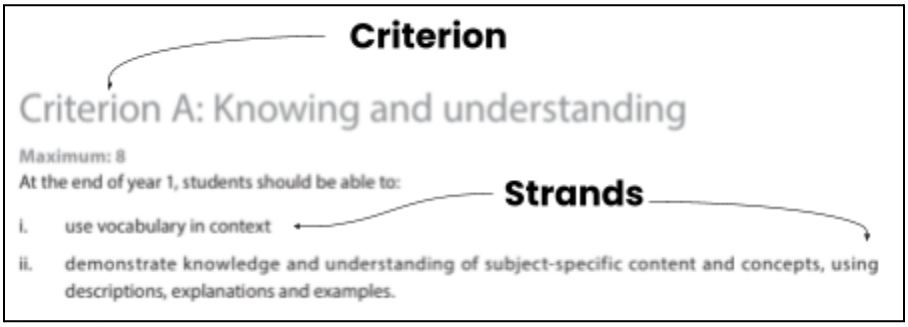


Figure 1: Criterion A from Individuals and Societies year 1 (6th grade)

	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically

Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Language Acquisition	Listening	Reading	Speaking	Writing
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Figure 2: Subject Specific Criteria in each subject area

Rights and Responsibilities of the School Community

At Mount Garfield Middle School, assessment is a shared responsibility between students, parents, and teachers. Students have the right to receive clear assessment criteria based on MYP rubrics, timely and constructive feedback, and opportunities to demonstrate their learning in various ways. They are responsible for completing assessments with honesty and integrity, engaging in self-reflection, and using feedback to improve their performance. Students should also communicate with teachers when they need additional support.

Parents and guardians have the right to receive regular updates on their child's progress, access assessment criteria, and attend parent-teacher conferences to discuss academic growth. Their responsibilities include encouraging students to take ownership of their learning, fostering a growth mindset by focusing on improvement over time, and maintaining open communication with teachers about any concerns.

Teachers have the right to follow clear assessment policies and use a variety of assessment methods to measure student understanding. They are responsible for ensuring that assessments are fair, transparent, and criterion-related. Teachers provide timely and meaningful feedback, communicate assessment expectations clearly to students and parents, and support students in developing essential assessment skills, including reflection and self-assessment. Through these shared responsibilities, our school fosters a learning environment that emphasizes growth, integrity, and academic success.

Review Process

This Assessment Policy is a living document, reviewed annually by the school instructional leadership team (ILT). It is informed by IB guidelines, stakeholder feedback, and evaluation of current practices. The policy will be accessible to the school community both physically and digitally.